

CHAPTER I

INTRODUCTION

1.1 Background of Study

Reading is considered as an important aspect for students because of its valuable benefit in developing knowledge. Reading is also the most important skill for EFL learners especially in academic context because students need to comprehend and deal with all reading aspects and difficulties. In general, the essence of reading is made up of recognizing or identifying, interpreting, and responding the components of a written message (Aini, Masrifa 2012). It means that individuals, in this case the students, have to understand and interpret the meaning of words or symbols in a text to achieve their own goals or interests.

There are several problems occurred for the students in reading. First, many students get bored soon as they start to read. Second, the students often fail in comprehending a reading passage, especially when they face a passage which consists of non-simple sentences. Beside, many English teachers usually use textbook all the time in teaching reading. As a result students get bored in learning reading. Students are also less motivated to read because there are usually “skill and drill” activities associated with the reading rather than real life connections and discussion.

Students’ understanding of the purposes for learning to read and developing a positive attitude toward reading are fundamental to their attitudes as adult (Davies & Brember, 1995). Reading attitude also fulfills a very important role in the development and use of lifelong reading skills (Lazarus & Callahan,

2000). Students reading attitude are of central concern to both educators and society at large.

Reading attitude has been defined as a system of feelings related to reading which causes the learner to approach or avoid a reading situation. (Tunnel, Calder, Justen, and Phaup, 1991). Students have negative attitudes toward in school reading because they are not given a choice of material, there is not enough time to read independently in the school day, and in school reading does not mesh with their likes and interests.

For many years, educators and researchers alike have noticed a trend reflecting decreased reading attitudes as students' progress through elementary school. Around fourth grade, these attitudes begin to plummet, warranting the term fourth grade slump (Chall, Jacobs, & Baldwin, 1990). Although research has not provided a definite cause, insight into the nature of this drop in reading attitudes has been ascertained. The research focuses on causes of the fourth grade slump, as well as correlations between reading attitudes, reading frequency, reading achievement, and other components of reading. The reading abilities of students begin to decline around the fourth grade. This trend was termed the fourth grade slump by Chall, Jacobs, and Baldwin (1990) who tested the reading abilities of elementary school children from second through fourth grade. The results of this study showed that students from low socioeconomic backgrounds began to achieve lower reading scores around the fourth grade. Besides that, other study that determined a correlation between reading achievement and reading attitudes was the research of McKenna, Kear, and Ellsworth (1995), in which the Elementary Reading Attitude Survey was employed to ascertain a relationship

between reading attitudes and other components of reading. The research found a positive correlation between reading attitudes and reading achievement.

Based on the background above, this researcher conducted to know the correlation between reading attitude and frequency of reading. The researcher is very interesting to compare both of them on junior high school grade. The reason of researcher to choose junior high school because the study before only implemented on Elementary school grade.

1.2 Problem of Statement

Based on the background of the study, the problem can be formulated as follows :

“What is the significant correlation between reading attitude and frequency of reading at 9th grade students’ in SMP Negeri 1 Manyar?”

1.3 Hypothesis

The reading attitude and frequency of reading have significance correlation.

1.4 Objective of Study

The purpose of this study is to know whether there is correlation between reading attitude and frequency of reading at junior high school grade.

1.5 Significance of Study

The results of this study are expected to give both theoretical and practical benefits as follows:

- Theoretical of Study

The result of this study is expected to know the correlation between attitude and frequency towards students' reading.

- Practical of Study

The researcher hopes that there will be other researchers who conduct other researches in the same field with different subject and skill. For teacher, they could help their students by offering ways of improvement, suggestions and tips for enhancing learning, the other hand, the teachers should be motivate to their students that reading is important to develop their knowledge and for school, they can provide more books actually in library. It can helps students to more active in reading books.

1.6 Scope and Limitation

This study focuses on attitude and frequency towards students' of reading in general because the researcher wants to the significance correlation between reading attitude and frequency of reading. Besides that, the researcher conducted the limited of this study at 9th grade junior high school.

1.7 Definition of Key term

Reading is a way to get some information it belongs to English text from something that written.

Reading Attitude is how a student feels about reading and what type of reaction he or she has to read. There are some elements to measure the reading attitude: the belief of outcomes about reading, motivation to meet other expectations, specific past reading experiences

Frequency of reading means the number of reading in some period that in this research is the activity that do every day.